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ABSTRACT

A Quad Cities Centre has been proposed for regional adult education in the area of Galt, Guelph, Kitchener, and Waterloo in southwestern Ontario. Conestoga College of Applied Arts and Technology, the Universities of Guelph and Waterloo, and Waterloo Lutheran University would begin by appointing a steering committee for proposing an executive director and providing leadership, objectives, and a time schedule. They would next create an information and guidance section, then would invite colleges and other community organizations to cooperate with them in offering opportunities for liberal education, public affairs and community education, professional and vocational studies, recreational and nature education, and upgrading of secondary schooling. Information retrieval by telephone, a residential center, provincial coordination of administrative functions, varied audiovisual resources, and oncampus day and evening lecture classes would be among the features and services of the Centre. Despite unanswered questions and some expected resistance to such an integrated approach, the concept is feasible and should be attempted. (ly)

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A CONCEPT OF REGIONAL ADULT EDUCATION

(QUAD CITIES CONCEPT)

BY

A. ALLAN BEVERIDGE

SEPTEMBER 15, 1969.

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> Continuing education is not confined to schools, colleges, and other "educational institutions," nor is it confined to courses and classes. Its sponsors include employers, churches, unions, military service schools, correspondence schools, community agencies, and a wide variety of professional, proprietary, and voluntary institutions. It assumes such varied forms as courses taken for credit, informal instruction on the job, intensive study without either teacher or classroom, private tutoring, correspondence study, instruction by social workers or public health nurses, and discussion groups or demonstrations in home, shop, field, or office.[1]

PREFACE

This paper will set forth a proposal for regional adult education serving the economic area of Galt, Guelph, Kitchener and Waterloo; a region from just west of Stratford to north of Elmira, east to Action and south of Galt. Adult education includes all post-secondary educational offerings not included in regular university undergraduate and graduate programs. It is intended for presentation at a time convenient for those adults whose prime role in society is other than attending school.

The purpose of a regional adult education system is to provide the widest possible scope of post secondary educational opportunities. This begins with the establishment of a guidance counselling testing centre, which would assist the adult resident to select a program suitable to his needs

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[1] Kleiss, Russell J. and Butcher, Donald G. "Roles and Interrelationships of Continuing Education Institution," Administration of Continuing Education, NAPSAE (1969), p.46.

in society, business, industry, labour, government or avocation.

What is needed is a central place to which a person can come to have his aspirations, capabilities and needs properly assessed, and through which he can be guided to a suitable program which will fulfill these aspirations, capabilities and needs, leading to some official recognition of his achievements. Because the extension facilities of the three universities and the college of applied arts and technology serve the same publics, it is suggested that their resources be pooled, using as a model the "travel agency".

The history of education suggests that there has always been the aspect of a certain degree of leisure, a heritage of privilege not necessarily related to the realities of living. In modern society education of the elite is no longer the dominant concern of schools. Young people are frequently thrust into the adult world having been kept from the responsibilities inherent in making decisions and choices. These and other autocratic attitudes have often resulted in a rebellion against schooling. The young adult who has rejected his educational opportunities may realize later on that he needs further education, and one who has left the system through economic or social pressures may find himself hampered by lack of training. These are the people with whom an adult education program will be principally concerned; but adult education will also seek to provide for those who are obliged to renew their contact with the academic world.

In this area of southwestern Ontario there are many provincially supported institutions in the field of adult education. Within a radius of fifty miles, for example, there are three major universities, one college of applied arts and technology, one teacher's college, and eleven vocational and technical institutes, in addition to many volunteer and commercial opportunities for improving the post-secondary status. Population figures

indicating potential clients for all the separate entities suggest a thin spread of participants, in relation to the administrative burden of providing the opportunities.

What is really available? What should be available? Ideally, of course, resources and needs should be matched. To assess the realities of the situation, obviously a detailed survey is needed.

From the studies on Regional Government and the many projections of professional city and area planning boards the region being considered seems to be on the threshold of a metro type city complex. The population of this area is expected to double by 1980. The combining of information about all the existing post-secondary facilities at a regional adult education centre can in time lead to an integrated system of opportunities for second-chance education - completing high school, technical and vocational, community college, library, university extension and continuing education through life.

Rising concerns are being expressed about the future with its daily "five hours of work" and the accompanying increase of non-working time available for leisure activities and included references to changes in responsibilities for more persons. Awareness of this inter-relationship to planned learning opportunities is increasingly important in determining the most effective designs for cooperating organizations in their role of providing education for adults for TOMORROW.

Such a Centre, providing a comprehensive adult education facility, will make the region even more attractive for business and industry looking for re-location near communities with training, educational and research possibilities for skilled and highly-qualified personnel.

The first step towards providing a regional adult educat on centre must be to set up a central agency to provide information, guidance and

assessment for the prospective adult student.

In setting up this type of central agency, the following points are highlighted:

(a) all adult education should be the responsibility of a division of the Department of Education. At present only the community colleges are directly the responsibility of this department;

(b) the department of adult education would assume all the functions now being carried out in many government departments in their provision of adult education in the province, and administer funds (as, for example, is done by the Committee of University Affairs);

(c) there is a requirement for a comprehensive and continuing survey of the area under consideration to set out some of the basic needs and potentials, from which would be determined the courses required by business, industry, labour, government, and private citizens' avocational education;

(d) a further survey should be made of the curricula vitae of teachers available. Often a secondary or hobby type of interest might be of more use in an adult program than a teacher's professional specialty. Experienced teachers who know how to teach adults would be of prime interest;

(e) the progession of all courses must have the thread of relevancy throughout - must reflect the anticipated demands of tomorrow's society, today;

(f) in setting up the agency (entitled "Quad Cities Centre") a model such as a Regional Conservation Authority might be studied. The principle of the jurisdictional crossing of municipal and political boundaries where inter-dependent relationships are involved is essential.

After forming the central information and guidance section from the extension resources of the four institutions, the next step will be to invite other organizations such as YMCA, YWCA, adult education divisions of collegiate and vocational institutions, teachers' colleges, libraries, etc. to affiliate with the Quad Cities Centre.

The Quad Cities Centre will then be able to respond to a regional concern with a synergistic concept - an orchestration of resources for a harmonious whole. Such innovative steps mean achievement in ensuring that

all existing facilities will be put to maximum use. The costs of overlapping educational services will be reducible, thereby providing the opportunity for a broader and more effective administration.

INTRODUCTION

Purpose of Quad Cities Centre

The Quad Cities Centre is to be a coordinating structure for an exchange of resources and information between selected educational institutions, for the benefit of the residents of the region which the Centre is to serve.

Having proposed a concept of regional adult education, answers are needed to the following questions:

- what comprises "adult education"? and
- to whom is it to be available?

The organization for the presentation of adult education will be the synergistic concept of the Quad Cities Centre which is set out later in this Chapter.

Adult Education in the Quad Cities region comprises liberal education, public community and municipal affairs, professional and vocational studies, recreational and nature education, and upgrading of secondary schooling.

Adult education will be offered to any person who is past the compulsory age for attending school and, having assumed the responsibilities of adult status, volunteers to pay the prescribed fee in order to continue a planned educational program with and through the guidance of the staff of the Centre and/or participating institution.

Adult education will be presented by the participating institutions cooperating and coordinating the resources of all to meet the expressed needs of volunteer groups, legally constituted organizations, and individuals. Changes in organizational structures will be effected only with the full

agreement of the institutions based upon recognized needs of the students.

To determine the needs of the voluntary groups, the legally recognized organizations and the voices of individual advisory groups in the subject areas noted will be of immeasurable assistance. The initial involvement of the Centre with other institutions will be limited to existing clientele and present arrangements.

A major benefit for both the student and the participating institution will be the creation of the guidance, counselling and testing facility serving all programs and services of the Centre. This facility can be mobile on appointment, in addition to being centrally located. The prospective student can choose courses, be guided in his selection, have his participation assessed and be assisted in the follow-up activities by the Centre (e.g., placement and evaluation) upon completion of the education program.

There have been attempts to develop some kind of coordination among institutions providing various types of adult education during the past several years. These have taken the form of voluntary meetings between representatives of the institutions to present a concerted advertising programme for the benefit of the potential adult student. The collation of advertising was to be in a special section in the local newspaper, in which each agency or institution would display its particular programme. There would be an accompanying news story about some aspect of adult education or written by one of the newspaper's staff. The meetings invariably ended up with self-seeking as the paramount interest in attending the meeting. This took the form of enquiring about the successful programmes; imitations of these were then launched by the institution represented by the enquirer. This did little or nothing to enhance the concept of "cooperation rather than competition."

It has been proposed that the Kitchener Chamber of Commerce, represented by three non-educationalists of its Education Committee, act as the coordinating agency in the preparation of combined Adult Educational Advertisings (an Educational Supplement) in the local newspaper for the Fall of 1969. This has been agreed to by the Education Committee. The point of asking the Chamber was that it does not have the same kind of vested interest in promoting the separate programs of the participating educational agencies or institutions.

The Education Committee also agreed to enquire of all members of the Chamber of Commerce of Kitchener what they see as their educational or training needs. This information would be collated by the Education Committee and distributed to the educational agencies or institutions within Waterloo County. If carried out, this could prove to be a major step in the direction of the Quad Cities Centre proposal.

In addition, there have been several discussions in the Education Committee about what has been called the "Hamilton Plan". This comprises a series of interlocking advisory committees which provide the educational institutions in Hamilton with advice and guidance about the educational needs of business and industry in the area. In addition, an attempt is made to match the needs expressed by the community with resources available. Approximately four hundred persons are giving their time and advice on these committees. The view of the Board of Directors of the Kitchener Chamber of Commerce is that some similar system might be established for the Kitchener-Waterloo area. Recalling the rough first or second draft of the Quad Cities Concept that had been distributed to the members in the fall of 1967 before this was brought up, the Education Committee saw a great parallel between the two ideas.

One of the major aspects of the Hamilton Plan - the advisory

committees system is already in effect at the Conestoga College of Applied Arts and Technology. This has also been used in the Centre of Continuing Studies in Marketing at the University of Waterloo and to a limited extent in the Department of University Extension at the University of Waterloo. It is not known whether or not this approach is in use at either Wellington College of the University of Guelph or in Waterloo Lutheran University's Extension Department.

In 1967 the Minister of Education, the Honourable William G. Davis, presented two papers to the Legislature at Queen's Park on Higher Education. In these he made statements which point up directly the need to collate and husband resources, and to match resources and needs. Here was a parallel development of concepts which supported this concept. The inference in the Minister's statement was that if the resources and needs are not matched, and the grants are not scrutinized to obviate duplication, replication and waste, by the recipients themselves, this may have to be undertaken by the government. Foreseeing the need to pare costs because of "drying up" of income available for expansion among the fourteen universities in the Province, this harbinger came none too soon.

At the Conestoga College of Applied Arts and Technology some aspect of the Quad Cities Concept are to be undertaken in the Fall of 1969. It will undertake every possible measure in order to provide educational opportunities for adults. This approach will be applied not only in the regular day-time programmes, but also in the extension programmes in the four-county area of Waterloo, Wellington, Perth and Huron.

The adult educational roles of the institutions, intended to comprise the first phase of the Centre's development, are:

University of Guelph

Lecture series, seminars and courses in the arts, sciences and languages are offered by Wellington College. For the most part these educational opportunities have no pre-requisites and no examinations. Some carry a moderate fee while others are open to the public without charge. A brochure is issued each semester by the Coordinator of Continuing Education, Wellington College. A Director of Continuing Education was appointed in July 1969.

Conestoga College of Applied Arts and Technology

Conestoga College is a comprehensive institution whose programme (including work-experience programmes) is offered in the day and in the evening for adults as well as for youth, and for probably more part-time than full-time students. The programmes are occupation-oriented, designed to meet the needs of the region. It is a "commuter" college. Studies of local needs and requirements were made in the light of three major responsibilities assigned to every college of applied arts and technology:

(1) to provide courses of types and levels beyond, or not suited to, the secondary school setting;

(2) to meet the needs of graduates from any secondary school programme, apart from those wishing to attend university; and

(3) to meet the educational needs of adults and out-of-school youth, whether or not they are secondary school graduates.

Waterloo Lutheran University

This institution offered its first summer session in 1960. The extension program, begun in 1962, initially comprised the extension centres being operated by the University of Western Ontario in Waterloo. Guelph, Orangeville and Mount Forest. Centres are now functioning in Orillia, Brampton, Orangeville and Waterloo. The School of Business and Economics offers an extensive programme in a night school, one evening each week. All courses offered carry academic credit. Several courses are available to the community either at no charge or for a greatly reduced fee.

University of Waterloo

Since 1958 a wide variety of non-credit courses primarily of interest to business and industry comprised the majority of offerings of the Department of University Extension. A few programmes award a recognition by certificate or designation for successfuly completing written examinations. Nationally and provincially chartered associations are affiliated with the University through their educational programmes. Liberal arts programmes presented in cooperation with the faculty of arts provide continuing education at the academic level but carry no university credit.

A Centre for Continuing Studies in Marketing was established in 1965 to focus exclusively upon advanced programmes for executives, lasting two or three days. Visiting faculty from both Canada and the United States conduct seminars on many topics of marketing and its management function. Recently the Centre announced a satellite operation in Toronto for the conduct of both Management and Marketing courses.

From time to time, several departments present seminars particularly concerned with the up-dating of professional graduates.

COUNSELLING AND GUIDANCE

Most adult educators would support the need for counselling as a major component of their programmes. There is general agreement that this is a special kind of service concerned with an infinite variety of adult life experiences, self images, and a degree of intensity toward learning partly based upon the voluntary approach.

The proposed Quad Cities Centre has as its focal point a counselling and guidance function. The essence of this focus is the special relationship with the students who are given individual interviews to explore what education can be pursued. The Centre will have the resources and the personnel to counsel and evaluate adult students in terms of background, development, potential or demonstrated abilities to obtain goals. The Centre will encourage each person to determine his own educational plan and will prepare and assist the student in the process of attaining this goal through appropriate guidance during the education process.

As part of registration, a process is envisaged in which teacher-counsellors and the guidance staff would take the opportunity, over a period of at least several weeks, to meet with the students to explore together their several interests, problems, goals and needs. This process will assist each individual to select those courses which most closely approximate his needs and problems. The structure of this guidance service would comprise:

1. orientation
2. appraisal through testing and interviews
3. records and record keeping

4. information banks (computer memory tape)
5. educational counselling of individuals and/or groups
6. referrals if necessary for psychiatric, social or other specialities interviews
7. placement opportunities - counselling
8. follow-up of the foregoing
9. continuous evaluation of all stages of counselling and guidance services

Because adult counselling services are matched by similar needs in the public school systems, universities and like programmes there may not be enough qualified persons available for the potential needs of the Centre. To attract counsellors to the Centre more than usual attention may have to be paid to the environment, the career opportunities and the research possibilities as well as the level of remuneration.

The atmosphere, the physical layout, the facilities will have to induce the client to use the resources available to the fullest extent. The extent of the services will have to be as full in scope as possible, using a referral system to other agencies as required.

Adult counsellors will be required to be "circuit" counsellors, providing services to the client in his locale, home, business and at the outer limits of the region.

Although the accuracy and restricted nature of the records is basic, care will be exercised to preclude the de-personalizing of individuals.

In order to improve services the counselling services will be constantly evaluated for adequacy and availability. By developing relationships throughout the region with other agencies and institutions, the coordinating of joint efforts will be one goal, and the elimination of duplication of services another. This effort to serve the community will not be at the expense of individual agency functions or specific roles. Alternative ways of providing services will be sought constantly.

INFORMATION RETRIEVAL

Extensive research has been undertaken to find methods for retrieving information about courses by the adult learner, by business, industry, labour or government.

The idea of an automated response system, similar to that in use in the "dial-a-prayer" technique, suggested itself as an approach worthy of exploration. Enquiries were made at the Bell Telephone of Canada in Kitchener and in Toronto over a period in the spring of 1969. The exploration of the notion of an automated information centre was grasped by company representatives as a challenging project.

One basic item of equipment required would be a rather sophisticated recording instrument that would permit ten or more simultaneous listening connections. This kind of recorder can be made available at a cost of approximately $200.00 monthly. Factors include the usage rate of such a recorder and limiting one recorder for each course or subject heading. Another important factor was the length of message in the recorder and how long a prospective student might have to wait to hear the specific information he wanted.

A method by which the enquirer could connect with the recorders was also a requirement. The basic notion was the allocation of a Zenith telephone number which the enquirer could reach by dialing Operator. All calls would be long-distance charges.

It was concluded that recorders are not the complete answer. It would still be necessary to have some back-up service to provide two-

way discussions and perhaps comments from an advisor or counsellor would be demanded. This means trained people as well as cost of the telephone service.

A summary of the costs was projected as follows;

	Monthly
125 recorders @ $200.	$25,000.
Incoming telephone lines (approx.)	2,000.
Staff of Advisors (still required) (nos. unknown)	-
Administrative telephone costs (approx.)	500.

Therefore, approximate monthly cost would be a minimum of $27,500 for 125 programmes.

It was apparent that even today's sophisticated equipment presents numerous obstracles that are economically insurmountable. A comparison of telephone enquiries generated by regular university or college mailing would not require as many persons to handle the enquiries as would a semi-automated system. It was concluded that an integrated automated information response system was not an economically feasible proposition to present to the four primary institutions who are prepared to cooperate in the provision of information to the general public.

RESIDENTIAL CENTRE

One of the interesting by-products of the cooperation of the four institutions is the development of needs because of the cooperation. It becomes apparent in each institution that regular offering of courses, either day-time or evening, for academic credit or not, meets only a limited number of aspirations on behalf of adults or conditions of teaching possible by the institution.

In its increasing concern about what the population will be doing during periods of "non-work" or "leisure", educators are turning their attention to providing a variety of opportunities in different settings. It has become apparent that education is not necessarily best offered in formal settings or atmospheres. Informal arrangements such as a residential centre are gaining more and more attention.

Because of the close proximity of the four prime participating institutions and the development of the area Conservation Authority's control of lands and watersheds of the Grand River area, it seems appropriate that the Authority might be approached with the notion that through cooperative action, the four institutions and the Authority, could undertake the establishment of a residential centre.

As a preliminary step with this possibility in mind a particular area was selected, on which a new dam is to be constructed. At the earliest possible date the characteristics of a residential centre should be presented to the Authority for inclusion in their preparatory plans, before any firm commitment is made to use the site for any other purpose.

The benefits of the inclusion of such an item in the planning, with respect to roadways, accesses, easements and the like, becomes increasingly apparent.

A general proposal was submitted to the Authority in June, 1967 setting out this aspect of the Quad Cities Concept. It was suggested that a multi-use structure be built which would primarily serve as the head-quarters for the Grand River Conservation Authority, secondly as a nature education centre for high school students and teachers, and thirdly as a residential centre for continuing education affiliated with the prime participating educational institution, at West Montrose.

It was because of the third possible use of this complex that the Authority was informed without obligation in order that the four participating institutions might be invited to consider a common area in which to expand their learning opportunities for adults in a different setting. A possible model for such a centre is the Minnowbrook Conference Centre, administered by the University College, Syracuse University of New York State, located in the Adirondack Mountains. The details of this institution are available.

> If maximum progress is to be made, if resources are to be used efficiently, if service is to be made available to all who need it, and if institutions within the community are to work effectively with institutions at state, regional, and national levels, some scheme for systematizing these multiple continuing education relations is clearly required.

COORDINATION

Today it is essential that the Provincial Government through the Department of Education clearly indicate that adult education is a function of Government. This might possibly be achieved by the development, instigation or creation of a Department of Post-Secondary Education either as a separate entity from the Department of University Affairs or as an intregal part of the Department of Education itself. Under the purview of this Department there will be the concerns for Agricultural Extension, as presently suggested to be part of the university of Guelph. There will be needs for vocational rehabilitation or retraining, the continuation of the Home Economics Services and the Library Services, the guidance and counselling for vocations presently undertaken by the Canada Manpower Centres or Ontario Manpower Centres, the development of recreational education policies, the provision of professional vocational education and the development or perhaps creation of conservation education through nature education centres such as the one proposed for West Montrose Dam Site.

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[2]Kleiss, Russell J. and Butcher, Donald G. "Systematizing Community Efforts in Continuing Education," Administration of Continuing Education, NAPSAE (1969), p.70.

The Province of Ontario should recognize the role of extension functions in universities and colleges and specifically indicate a policy for this. In the view of an outstanding adult educator, Dr. J. Roby Kidd, "Extension departments may become the most important part of the University."[3] He qualifies this by saying "may" because this will not be determined primarily by the support or sufferance of others but will depend upon the Extension Departments and how good they are, and what our capacities are to have the universities recognize the concept of continuous learning so the people with ability can profit from higher education at any age. "In a very real sense it will depend upon our ability to institute and organize and use for research for most of the problems to be faced are new and will require novel solutions."[4] Extension functions must expand and the extension function of each of the four institutions must increase its scope and influence. They must develop a relationship with clientele. They must be considered to be part of the public service of the provincially supported institution. It is up to the Quad Cities Centre Concept to develop answers in its particular environment to the specific needs in the region being considered.

It is understood that the Centre, when fully developed, will be one which has a status through which the needs of the people can be most completely and effectively served. The development of coordination within the institutions would arise from the logical expectation that programmes

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[3]Kidd, Dr. J. Roby, Ontario Institute for Studies in Education, "Research and The Future of University Extension", May 11, 1967, p.1.

[4]Ibid, p.12

which are essentially similar and existing now, within the same framework would have a disposition to integrate the services that each is intending to provide. This however would not be simple because of professional separatism, inefficient and over-lapping administrative functions. It is necessary to remember that there are distinctive organizations, distinctive personalities, clear patterns of objectives in each institution, and the notion of a coordinated function suggests a fear of added work.

This is a brief recitation of some of the aspects of the coordination of the administrative functions. It must be borne in mind that each administration services its own ends. It must be assumed that there is an honest desire to cooperate and to adjust and that each examines itself for administrative effectiveness. When the concept of coordination is broached, on the first occasion, it must be explained and discussed with the staff members. There must be a specific plan indicating which part each is to play after thoroughly examining objectives and resources. It is not enough just to have agreement at the top of each institution; there will have to be coordination at all levels. The planning and the detailed implementation has to be done by representatives at all levels, buttressed by continuous analysis and continuous evaluation. It might be appropriate to have leadership from the Department of University Affairs or the Department of Education through a special division designed solely for continuing education. It will be appropriate to seek guidance and counselling from the Ontario Institute for Studies in Education and the Ontario Association for Continuing Education.

Looking at Adult Education it seems appropriate that information about the planned educational activities for any person beyond the high school age (for whom education is not the principle occupation) is clearly the function for which the Centre is being considered. An

essential element in this concept must be that it is for the fulfillment of the intellectual, social, professional, and spiritual potential of each adult individual. This does not mean that they must participate; it means only that the opportunity must be made available to them. In essence, the Centre can bring to fruition, or maturity, what the primary and secondary education systems are intended to begin. It would therefore parallel the role being performed by universities, for those for whom universities are not the most appropriate means in which to receive training or education.

What kind of activities are possible through a Centre of this nature? In addition to on-campus day and night classes, there can be faculty lecturers giving short sixty to seventy-five minute expositions in their particular fields, there can be off-campus instruction or lectures as and where required; television programmes as well as education television programmes can be coordinated from the several television technical facilities available in each institution; the usual plethora of institutes, conferences, colloquia, seminars, etc. can be undertaken in the residential centre facet; film showings can be made available in whatever film-size, as well as constant projection by video-tape recordings; radio programmes invite a whole world of opportunity; lending libraries can be made available through the institutions and through cooperation with the local library systems, particularly the mobile library units; this principle can be extended to tapes and records, so that we have loan-libraries for individuals and institutions; community forums can be established for the presentation of social action where an organization without a vested interest can be the moving spirit behind the airing of a grievous matter; extensive opportunity is available for continuing education for alumni-alumnae of

any universitity or college living in the region; correspondence courses can be collated amongst the cooperating institutions; other agencies, organizations and associations wishing to locate their correspondence programme at a central headquarters could find the opportunity available in the Quad Cities Centre; select teams of faculty can undertake in-plant training when training needs are expressed to the Quad Cities Centre; supervision, guidance and direction can be applied to vocational and technical training; continuing education for the professional, the up-dating of graduates in engineering, medicine, law, etc., can be administratively channeled through the Centre to the faculty of the appropriate institution or university; special programmes for business at present being shared by each institution can be housed through the Centre; education training needs required by labour and labour councils will find a warm welcome at the Quad Cities Centre; rural education such as that presently undertaken by extension programmes, youth and recreation programmes division of the Department of Education in Toronto, agricultural extension programmes, home economics programmes and all aspects of rural adult education - could comprise a division within the Centre; members of the faculty and the administration can be made available on loan for consultative work to business, industry, labour and government; undertakings of a cooperative and joint nature can be encouraged between the Centre and the resources of either the Province or other parts of the country and laterally, nature education through the Conservation authorities, the high schools, the nature clubs, the biology departments, etc. of the institutions can be coordinated through the Centre's residential facility.

In the area of community relationships, the Centre must be in the community, of the community, and necessarily a part of the community.

not concerned solely with the select few. It must be a directive to all within the Centre that Adult Education is for adults. The bridge must be constructed from the Centre to the general public. The Centre can expect financial, moral, student and community support if it takes the "first steps." The Centre must represent the educational focus in the community by providing the necessary function between the aspirants for education and the resources to provide it.

RESISTANCE

It may be necessary to look at some of the problems in coordination, perhaps by looking through the objectives of integration into the reasons for resistance amongst the members of the institutions and the types of resistance that may be forthcoming.

The nature of the Quad Cities Concept suggests rather extensive inter-relationships between the institutions in the given region. These inter-relationships are not limited just to the institutions but also exist among industry, business, labour; the individual municipalities, faced with the impending regional government, their interests and concerns; standards of living and the aspirations of the people in these municipalities; the markets they serve and are served by; the concept of mobility in 1969; the heritages of the several ethnic groups living in the region; the impact of local and international radio and television, newspapers, on social life and mores of relatives and unknowns; the role of our Federal/Provincial governments and their agencies, constantly and privately being compared with the role of Federal and State governments in the United States; the vast cancerous possibilities of transportation arteries and the ceaseless waves of impact from concrete ribbons like Route 401; the concept of distance as represented by increased air facilities - all these inter-relationships and the new gestalt they suggest, the problems they generate, the awareness of concerns and problems that have impaled the very hearts of other regions are not yet more than a cloud on the horizon. The establishment of a unified adult

education proposal such as this for a specific region encourages joint support for what might be called sub-publics rather than competing for separate support for the several parts and aspects of the economically knit region.

One of the difficulties is created by the concept of identification - that each institution attempts to forge one from the many sub-identifications of the community it serves as well as the sub-identifications of its staff, administration and faculty, to say nothing of the students and their sub-identifications. Integration can make total use of the facilities education resources in both knowledge and personnel. It can adopt a family approach to adult education. It can focus upon, and encourage the reduction of, duplication, overlapping and inefficiency. It might be possible to present worthwhile programmes which otherwise could not be economically self-supporting.

When a concept of integration is brought forward for any divergent or diverse group, each has to see a need for this creation in terms of its own perception. The generally accepted broad concepts of need such as reduction and overhead, duplication, overlapping, staffing, etc. all find strong support in theory. The problems that arise with the chilling thought that he or she may be the one who will be the subject of the economizing can but lead to resistance.

In theory integration will provide a better service to all adult persons by increasing the capabilities of all institutions and developing new fields of potential through the combination of activities, the attraction of outside resources, the reduction of competition and it is hoped an easement for the introduction of new ideas, new goals, and the forging together of loyalties.

In examining some of the resistances, only the most general

statement can be presented. This is really a field for depth-study by a psychologist. Experience suggests that the following factors generally arise under these circumstances. Each individual has a strong attachment to his or her institution. Each is concerned about discrimination, has a special feeling for the procedures, scheduling and staff organization with which he or she is associated, in relationship to any other institution. The objectives of each of these individuals in an institution will not necessarily coincide with the objectives of the participants in the neighbouring institutions' programmes. Each institution's staff members have a "group value" and the standards here differ for staff and participants within the institution, and again collectively in relation to the other kinds of institutions.

The introduction of a new idea, particularly a concept which involves another institution, such as the merging of several large companies into a corporation or several corporations into a conglomerate, have shown that there are several types of resistance to be expected. Many people take a position, "I don't understand." They will rapidly collect all arguments against joining and will constantly postpone or procrastinate in little things and sometimes big things. There will be strong support for the argument that the existing company and the existing institution is good enough and they will readily blame outside circumstances and persons for the concept. In short there will be a hostility to change in general. Each person will be favouring his goal being worthwhile in its own right and will resist any assistance to a larger goal beyond that of the individual's institution. There could be a crystallization within an institution to retain its own identity and to build bulwarks of security against the change.

This of course is yesterday's type of thinking, not "tomorrow's". The question arises, what can be done about it? What steps can be taken to overcome these anticipated resistances and whose responsibility is it to implement anti-resistance measures?

THE FIRST STEP

The first step in establishing a Centre will be to obtain the assurance of the decision makers that the concept will be supported fully, that cooperation will be provided, that coordination will be effected, and that it can be done by the participating institutions themselves.

A Steering Committee appointed by the Presidents with authority to coopt services from each institution will meet to determine its own role in achieving the creation of the Centre. The Steering Committee will appoint appropriate working committees and provide them with leadership, objectives and time schedules. The Steering Committee will propose an executive director for the Centre, who will oversee and direct the forging of the Quad Cities Centre for Continuing Education. The appointee will be ex officio member of all committees.

The Steering Committee will be responsible to the Committee of Vice-Presidents Academic of the institutions. It may call upon outside agencies for advice and counsel on the recommendation of the Executive Director.

Subsequent steps will be determined by the Steering Committee.

RECOMMENDATIONS

The following recommendations are not exhaustive:

- that the fullest scope of educational opportunities and facilities for adults be provided through the Centre of the Region;

- that the most effective use of limited resources be constantly in the plans, implementations and maintainence of this fundamental resource agency for the future of the Quad Cities Region;

- that the widest feasible use by made of community leaders in all stages of the establishment of the Centre through advisory committees for planning, implementing, financial, legal, programmes and courses, etc.;

- that the Centre become the coordinating agency for all publicly financed adult educational resources and be established as an integral part of all these organizations;

- that a Board of Continuing Education for the Quad Cities Centre comprise representatives of the institutions and the Department of Education;

- that the establishment of the Centre provide impetus to the focusing of shared concern throughout the Province about continuing education toward the creation of a Division of Continuing Education in the Department of Education;

- that the functions of the Quad Cities Centre include at least the following:
  - .. the agency for continuing educational programs, seminars, public affairs meetings, weekend education, nature education centres, community service education, etc.
  - .. the counselling and guidance facility, with mobile units for continuing out-of-centre counselling in the region
  - .. the constant evaluation of the Centre's performance in every aspect in order to improve its services to the region
  - .. develop and maintain liaison between needs and resources through adequate information retrieval and dispensing processes and systems, sharing and coordinating all phases of allocation and accountability.

- that the Quad Cities Centre initially comprise all the adult educational functions at present part of

  Conestoga College of Applied Arts and Technology
  University of Guelph
  University of Waterloo
  Waterloo Lutheran University

- that the Steering Committee prepare implementing plans for the inclusion of the adult educational function of other publically financed entities such as, but not limited to

  Grand River Conservation Authority
  Adult Education Centres
  Public Libraries
  Public and Separate High School Boards

- that the Steering Committee prepare for the eventual requests for incorporation from institutions not primarily considered educational:

  Government departments and agencies (federal, provincial and municipal)
  Labour Unions
  Religious Institutions
  Chambers of Commerce
  Management Personnel and Trade Associations
  Communication Media
  Professional Societies
  Voluntary Groups (CPAC, TPIC, Service Clubs)

CONCLUSIONS

It is regrettable that such a concept as this cannot be further illuminated. Until the persons actually involved undertake the first steps, any or all phases may or may not work, to varying degrees depending upon the behaviour of individuals as distinct from the "university", "the college" or the "institution". Willingness and enthusiasm for the long range objective must permeate throughout all organizational levels. Some of the anticipated areas of resistance can be met and dispelled through careful planning and participatory decision-making at every stage in the implementation of the proposal.

Given the support for the concept that spurred the study initially, this exploration can open the way to in-depth studies of the selected areas touched on above and will provide points of departure for studies in related areas. For example, no exploration has been attempted into the legal relationships of such a centre to the spawning parental institutions at the several stages of detachment.

Apart from the approximate costs for an automated information retrieval system, no enquiries about budgets, staffs' salary complexities, fund allocations, disparities in student fees or faculty remuneration, interim additional costs during transition periods, etc. have been acquired. No projections in this important facet have therefore been made.

This exploration has not enquired about the individual development plans of the College or the Universities. The possible progression of

each of their extension entities in the light of the parent institution has not been ascertained.

The inter-and intra-relationships between the extension functions themselves and each function with its own academic structure have not been analyzed.

No correlation of each function's community relationship and the anticipated regional relationship has been hypothesized.

The impact of existing programmes through the present facilities, the scope of effective programming and the overlapping and duplication would have to be the subject of properly constructed surveys and trained researchers. Also the projection of the ultimate impact of the "travel agency" model in continuing education for this region has not been predicted.

The worth of such a concept in other contiguous areas (urban, rural or both) has not yet even been the subject of conjecture.

The feasibility study expected from the Ontario Institute for Studies in Education by October 1968 was not received. Grants in support of further and closer exploration were not sought and there was no financial emcumbrance in the preparation of this paper.

One report speaks of "the ad hoc, quixotic nature of much of adult education."[5] Programmes about the concerns for the development of attitudes and skills for coping with the social problems of tomorrow are not overwhelming in their numbers. Adult educational objectives are unclear and diffuse. Extending the resources of a university or college

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[5]Campbell, Duncan; Selman, Gordon; Clague, Michael; Whale, Brock; Thomas, Alan; Snowden, Donald. Report of the Committee on the Philosophy, Structure and Operation of the Canadian Association for Adult Education, 1969. Canadian Association for Adult Education, Toronto.

to the public is part of the rising cost of education that is largely ignored. Laudable as such a regional concept for adult education may be in the eyes of many persons, the possibility of reducing overlapping and duplication and their attending costs as a convincing argument will probably be insufficient against the reality of the question: will the Centre fit the people?

However, it is the writer's opinion that the concept is feasible; it ought to be attempted; and it might withstand vested interests if either: (a) imposed on the grounds of penury by the Province, or (b) by an unprecedented wave of civic consciousness culminating in a Joint Board of Continuing Education sponsored by the four Chambers of Commerce - to get the most efficient return from the taxes for education.

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